

**Merrimack School Board Meeting
Merrimack Town Hall Meeting Room
June 16, 2014
PUBLIC MEETING MINUTES**

PRESENT: Chairman Ortega, Vice Chair Barnes, Board Members Guagliumi and Schneider, Superintendent Chiafery, Assistant Superintendent McLaughlin, and Business Administrator Shevenell. Board Member Powell and Student Representative Crowley were excused from the meeting.

6:15 P.M. - PUBLIC HEARING TO ACCEPT/EXPEND GIFTS/GRANTS OVER \$5,000

Bridey Bellemare, Principal of Thorntons Ferry Elementary, spoke about the positive partnership that the school has with the PTF (Parents and Teachers of Thorntons Ferry) in trying to insure that their students are provided with current technology to meet the building goals of fostering the twenty-first century learning model and encouraging students to work cooperatively and have technology at their fingertips wherever possible. She added that the PTF board has worked to make that happen, resulting in a very generous gift of twelve thousand dollars (\$12,000) to the school.

Sue Corman, President of PTF, stated that the PTF board realized the importance of technology being incorporated in the children's learning experience. She added that Principal Bellemare had come to the board with a proposal to purchase some lap tops and document cameras. The board unanimously voted to allot money to the school to purchase that equipment.

Ms. Corman stated that the gift of twelve thousand dollars (\$12,000) was from money accrued over the years. She added that it is a privilege and honor to work with the staff at Thorntons Ferry.

Chairman Ortega remarked that this is an extremely unusual and generous gift and thanked Ms. Corman, her board and former PTF boards for this gift.

Board Member Schneider asked how many years fundraising resulted in this large gift.

Ms. Corman responded that as a first year president of the PTF, she really didn't know how and when this money was accrued. She added that she felt the money was being held for the "right time".

Principal Bellemare added that this is about the third year of a technology focus in the school. Other things were purchased in support of programs and other curriculum enrichment, as well as having extra funds set aside.

Chairman Ortega asked if there were any questions from the public relating to this gift. There were none.

Chairman Ortega asked about the specific plans for the use of the technology. He also asked about the time frame for the expenditure, since the district is required by law to return any surplus at the end of the fiscal year, which is the end of June.

Principal Bellemare responded that she has been working closely with Nancy Rose, Director of Library, Technology and Media Services and the building Education Technology Integrator and Librarian, to develop a proposal to expend the funds in a timely manner. That proposal includes:

- Continue to grow the school's capacity of document cameras that are used for interactive science activities, a variety of literacy activities and art projects
- The purchase of more interactive mimeo white boards to continue to grow the capacity in each grade level
- Carts to support the portable projectors that are required to be used by the interactive white boards
- A small cart of portable mini-laptops that can be used throughout the building in addition to the computer lab as an additional interactive learning center.
- They are working to continue to design integrated program of study with different grade levels to enhance technology use.
- As far as purchase and intake of inventory, that will be done within the required time frame.

At 6:20 p.m., Board Member Schneider moved (seconded by Board Member Guagliumi) to close the public hearing.

The motion passed 4-0-0.

6:30 P.M. - PUBLIC SESSION

1. Call To Order

Chairman Ortega called the meeting to order at 6:25 p.m.

Chairman Ortega led the Pledge of Allegiance.

Chairman Ortega led a moment of silence in memory of Town Council Chairman, Dave Yakuboff.

2. Approval of the May 28, 2014 and June 2, 2014 Minutes

Board Member Schneider moved (seconded by Board Member Guagliumi) to approve the minutes of the May 28, 2014 special board meeting.

The motion passed 3-0-1 with Vice Chair Barnes abstaining.

Vice Chair Barnes moved (seconded by Board Member Schneider) to approve the minutes of the June 2, 2014 meeting.

Board Member Guagliumi requested the following changes to the minutes:

- Page 5 of 12, line 183, change "a lot of things in common" to "a lot of common interests".
- Page 5 of 12, line 207, second sentence, change "them" to "the Commission".

- Page 6 of 12, line 229, change "We" to "The district and the Commission"
- Page 6 of 12, line 233, change "they do" to "The conservation property does"
- Page 6 of 12, line 247, sentence should read, "She spoke with Matt Caron at that time...."
- Page 6 of 12, line 260, delete "He would like to combine resource".
- Page 7 of 12, line 293, add "respective" before "students"
- Page 7 of 12, line 301, before the last sentence, add "It is not based on financial or socioeconomic status".

Vice Chair Barnes requested the following changes to the minutes:

- Page 5, line 201, should read “Outdoor Education Center, adjacent to the middle school and owned by the town”.
- Page 6 of 12, lines 244 and 245, should read, “Vice Chair Barnes stated that she brings information to the board about Grater Woods even though she is not a school board liaison”.

Chairman Ortega requested the following changes to the minutes:

- Page 3 of 12, section 5, the minutes should reflect actions in the past tense, not the present tense.
- Page 4 of 12, line 165, “snip-it” to “snippet”.
- Page 5 of 12, line 201, second sentence should read, “He stated that it is not being well maintained”.
- Page 9 of 12, line 369, change the word “on” to “in”.
- Page 9 of 12, line 406, should read, “former board member and liaison to the Planning and Building Committee at that time,”

The motion to accept the minutes of the June 2, 2014 meetings as amended passed 4-0-0.

3. Public Participation

There was no public participation.

4. Consent Agenda

Assistant Superintendent McLaughlin presented the following items for approval:

- Teacher Resignation
 - Alison Rhodes, World Language Teacher, Merrimack High School
- Teacher Nomination
 - Noel Rosenwaike, Grade 4 Teacher, Reeds Ferry School

Board Member Schneider moved (seconded by Board Member Guagliumi) to accept the Consent Agenda as presented.

The motion passed 4-0-0.

5. Board’s Response to Acceptance and Expenditure of Gifts/Grants over \$5,000

Chairman Ortega explained that Thorntons Ferry Elementary School received a very generous gift from the PTTF (Parents and Teachers at Thorntons Ferry) in the amount of twelve thousand dollars (\$12,000) for the purchase of technology to advance the technology program in the school.

Board Member Schneider moved (seconded by Board Member Guagliumi) to accept the gift of twelve thousand dollars (\$12,000) from the PTTF to Thorntons Ferry Elementary School.

Board Member Schneider spoke to his motion stating that after the public hearing on the purpose and intent of this gift, it was obvious the use of these funds fit with the district’s goals.

Vice Chair Barnes stated that she hears all year long from the District’s Parent Group how fund raisers are done and the hard work that goes into them. The gift from PTTF shows that parents have a passion for learning for their children.

The motion passed 4-0-0.

Chairman Ortega thanked the Thorntons Ferry team of parents and educators for this unusually large and generous gift.

6. James Mastricola Elementary School: A Year in Review

Marsha McGill, Principal of Mastricola Upper Elementary School (JMUES), thanked the board for inviting Mastricola Elementary and Mastricola Upper Elementary to share highlights about their reading and math instruction.

Emilie Carter, Principal of James Mastricola Elementary School explained that the board will get to experience a second grade Professional Learning Team (PLT) in action. She explained several items associated with the PLT.

- What is a PLT?
 - A PLT is a process through which educators work collaboratively to seek and share learning and to act on their learning, with their goal being to enhance the learning of all students.
 - Collaboration is really the key to what happens at a PLT meeting.
 - Four critical questions are asked:
 - 1) What do the educators want their students to learn?
 - 2) How do the educators know if each student has learned the essential skills?
 - 3) How will the educators respond when the students experience initial difficulty with the skill or learning?
 - 4) How do the educators enrich and extend the learning for students who are already proficient?
- Organization of the PLT
 - The PLT is often referred to as an “All Hands on Deck” process for people who help students accomplish the skills of the different standards and master those skills.
 - The PLT is comprised of:
 - Classroom teachers
 - A Special Education teacher
 - A Specialist
 - A Title 1 Tutor
 - Paraeducators
 - An Administrator
 - The Language Arts Coordinator
 - Roles on the PLT are:
 - A Facilitator who works on the agenda
 - A Data Manager who takes all the data from the formative assessments and puts that into a format with charts
 - A Note Taker
 - Educators gather data and evidence of student learning to form and improve their instructional practice. They use common formative assessments to identify the students who are having difficulty and the students who might need additional time and support for learning. Educators also identify students who are highly proficient and require enrichment and extensions.

- Meeting:
 - The PLT meets by grade level with the exception of the Special Education PLT.
 - The PLT meets every other week for seventy minutes.
 - While the teachers are in the PLT meeting, students attend CIAs (Curriculum Integrated Activities). In this case they are literacy lessons with the integrated arts team.

Michelle Romein, Language Arts Coordinator at Mastricola Elementary School, explained that the panel was going to walk through the PLT process as it takes place in every grade level. The agenda for the meeting is:

1. Read the norms. Each grade level meets to review and edit/change their Norms. These norms are then placed at the top of the agenda for the meeting and read aloud at the meeting.
2. Review predictions made at the previous PLT meeting
 - At the very end of a PLT, educators identify the standards that will be used for instruction. Each member makes a prediction that allows the teachers to foresee difficulties that the students may have.
 - Formatives are teacher created.
 - Each of the students in the grade level takes the Formative.
 - The Formatives are designed to have between three and five questions.
 - These Formatives give a snapshot of how the student is performing in relation to a particular standard. Instruction can then be designed for the student.
 - Teachers score the Formatives and code the types of errors. That information is then sent to the Data Manager who compiles all the data.
3. Review the data and make data statements
 - The data is looked at as an item analysis, which the Data Manager has broken down by question. This allows the educators to look at the data across the grade level in terms of trends, areas of weakness and where the students are proficient.
 - The educators also look at individual student data. Each student receives a proficiency level from one to four, with four being the most proficient.
4. Analyze trends that are seen in the data. The educators ask the following questions:
 - What do we know students can do?
 - What are students struggling with?
 - What misconceptions do students still have?
5. Identify the next steps for instruction
 - After looking at the trends, a decision is made as to whether or not an intervention or extension series of lessons is needed.
 - The PLT is looking for an 85% proficiency rate. If that goal is not reached they will move to an I&E (Interventions and Extensions) called the “Power Half-Hour”.
 - The team looks at the progression of skills in a variety of ways. Sometimes they look at basic skills and other times they look at the trajectory from one grade level to the next.
6. Plan the Intervention and Extension blocks: Power Half-Hour
 - The Power Half-Hour is held school-wide from 2:00 to 2:30 p.m. each afternoon where the team is involved in Interventions and Extensions.
 - There are multiple days for each standard.
 - This is an “all hands on deck” approach.
 - The Power Half-Hour is data driven.
 - The Power Half-Hour Lessons
 - Learning Outcomes are what the educators want the students to do following the I&Es
 - Criteria for Success is what they see (Visible evidence)

- Possible misconceptions are looked at to see anything that might get in the way of student learning.
- o Students are grouped based on formatives, reading level, classroom performance and learning styles.

After the PLT meeting presentation, Jackson Rose and Chase Rheault, Grade 2 students at Mastricola Elementary School, presented their “evidence” of learning.

Assistant Principal Gratton stated that the PLT the board witnessed was another example of the district’s commitment to the collaboration process. He added that the PLT provides valuable opportunities for educators to look at student data and the individual needs of the students. The PLT provides consistent and rigorous standard-based learning across all grade levels. He invited board members and the administration to attend a PLT meeting to see the process from start to finish.

Chairman Ortega thanked the two students and the staff for giving the board a more detailed look at the process.

Board Member Guagliumi thanked the staff and the children for their presentations. She added that she would like to attend a PLT meeting in the fall.

Chairman Ortega asked, based on the reading/literature formatives that had been listed, how listening to a story can support a reading standard.

Ms. Romein responded that in this particular standard the educators were looking to see if students could use text and pictures to identify parts of the story. By listening to the text, there is no pressure on the students to worry about the words. Therefore the teacher can see if the students could pull certain elements out of the story.

7. James Mastricola Upper Elementary School: A Year in Review

Principal Marsha McGill gave a brief introduction to the Math PLT process at the Upper Elementary School (JMUES)

- Starting in 2010-2011 the staff of JMUES identified the essential skills and concepts that students needed to learn at every grade level. They developed their first draft of Common Formative Assessments for math.
- During the 2011-2012 school year the math PLT meetings began. The team met weekly to analyze data and plan instruction. They implemented the Common Core Formative Assessments. The educators documented any revisions that they felt needed to be done. They also adopted math goal sheets for every student.
- In 2012-2013 the team continued all that they had done before and implemented the revised Common Formative Assessments.
- During the 2013-2014 school year the PLT implemented the process of students writing about math. Educators developed the math writing prompt rubric for the fall and winter prompts. The winter prompts were done on the computer. There was also a focus on math vocabulary so students could explain their math thinking.

Principal McGill explained that the team would be presenting a “snap shot” of a math PLT meeting. She added that the PLT structure would be the same as that presented previously by Mastricola Elementary School. James Mastricola Upper Elementary School (JMEUS) is also an “all hands on deck” school.

Helen Fitzgerald, Technology Integration Specialist and Math Facilitator at JMUES, explained that the PLT meeting that was going to take place for the board was focused on operations and algebraic thinking standards as well as calculations.

- **Mathematical Practices:** The students:
 - Work to make sense of mathematical thinking.
 - Use properties, rules and shortcuts to solve problems.
 - Use mathematical models such as graphs, drawings, tables, symbols, manipulatives and numbers to solve problems.
 - Connect mathematical ideas and representations to one another.
 - Apply mathematical ideas to real-world situations.
- **Guiding Questions for the students:**
 - How do you apply order of operations to problems?
 - What other rules do you use to solve problems in math?
 - Why is it important for mathematical symbols to have the same meaning for everyone?
 - Why is it important to understand what a number means in the context of a real-world situation?
- **The math PLT meeting agenda**
 - Review the norms
 - Predictions/Assumptions
 - Data Statements- visual
 - Observe/Analyze
 - Infer/Questions/Clarify Misconceptions
 - Instructional Recommendations
 - Planning Intervention and Extensions

Two students at the upper elementary school, Abigail Elliott and Rhylee Ashford, shared their math writing projects and skills.

Assistant Principal Bill Morris stated that the focus of the math team at JMUES is to increase student learning in the area of math. The PLT format provides educators the opportunity to analyze data. Their goals are to meet the needs of all students and provide consistency in rigorous standards-based learning. He invited the board and administration to PLT meeting in the fall.

Chairman Ortega thanked the teachers and students for their presentations.

8. Presentation Regarding the Service Learning Project Pilot

The SLP (Service Learning Projects) Committee was charged with identifying ways to distribute funds that have been set aside to provide stipends/compensation for activities that teachers do which are considered “above and beyond”. Principal Emilie Carter, Masticola Elementary School and Principal Marsha McGill, Masticola Upper Elementary School, are co-chairs of the SLP committee.

Highlights of Principal Carter’s presentation include:

- From October through December this year, the committee met to set up a structure and a foundation.
- There are thirteen members of the committee, including one administrator and one teacher representative from each building and one at-large teacher representative.
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- The objective of the committee was to set up a process to allocate one hundred thirty-eight thousand dollars (\$138,000) to professional staff in the district that would be in service of compliance, learning, technology integration, teachers and students.
- This year the committee has spent one hundred five thousand dollars (\$105,000) of the one hundred thirty-eight thousand dollars (\$138,000) they were charged to oversee those funds.
- The committee met from January through March, with applications by educators for their SLP due by March 30, 2014.
- The committee rolled out the process to all the staff in every school.

Principal McGill continued with the presentation

- A letter went out to all staff so they could read about the process as well as having had a presentation on it.
- The Merrimack Teachers Association (MTA) had signed an agreement with the school board regarding the Service Learning Project in October, 2014.
- The staff received a Description of Criteria and Projects for 2013-2014 which included SLP projects criteria and SLP Learning Project Descriptions:
 - In service of compliance- to bring the district into compliance with NH state laws
 - In service of learning-to promote service learning through data collections, remediation and teaching strategies.
 - In service of technology integration-to support 21st Century learning through technology based teaching strategies
 - In service of teachers-to support teachers in the classroom
 - In service of students-to promote a positive and diverse learning environment for students

Principal Carter explained that procedures were set up and were posted on the common drive with all the necessary paperwork. She added that the educators on the committee were the point people in their buildings so when an application was completed it would be given to that point person.

- Once the applications were received they were reviewed by the committee and the stipends were awarded.
- Once the project was completed, the teacher had to submit a completion form by May 30, 2014.
- There is an appeal process
- They set up a dedicated email site: slp@merriack.k12.nh.us for any questions the applicants may have of the committee.
- Service Learning Projects Data for 2013-2014:
 - 248 SLP applications were submitted by educators.
 - 206 SLP projects were approved and completed by the educators.
 - One hundred four thousand three hundred seventy five dollars (\$104,375) was expended from the one hundred thirty-eight thousand dollar (\$138,000) fund.

The following is a sampling of Learning Projects.

- Dianne Macon, Reeds Ferry Elementary School
 - SLP funds were used mostly to help support and maintain the momentum of the different district initiatives such as the PLT meetings and preexisting programs such as chorus and the art show.
 - Proposals for special projects were developed for student-run activities such as an after school book club and a school art club.

- The student council was established
 - Activities of the student council included generating and completing a program called “Kindness Week”, collecting six hundred dollars (\$600) for the Philippines called “Dollars for Disaster”, initiating a teacher aid program, providing Fun Day assistance at the school’s Fun Day, and holding a persuasive writing campaign.
- The students have really benefitted from the SLP. The staff sees these funds aligning to current initiatives and maintaining continuity for the work they are already doing to benefit the students and the professionals at Reeds Ferry School.
- Colette St. Germain, Thorntons Ferry Elementary School
 - There were thirty-eight completed projects at Thorntons Ferry this year through SLP. Some of the projects were new and some were projects done in the past.
 - In the area of In Service of Compliance, they had Anti-Bullying Training and Title IX Training which were held at staff meetings so the entire staff received training.
 - In the area of In Service of Learning they held Professional Learning Team meetings and collected and interpreted data, which directly benefitted the students.
 - In the area of Technology Integration they talked about the webmaster and had Apple TV training.
 - In the area of In Service of Teachers, they provided a mentor program for new teachers.
 - In the area of In Service of Students, they established new clubs including the chess club, Jump Rope for Heart club and the arts and crafts club. For students in kindergarten, the architecture club and the science and modeling club were introduced.
 - Ms. St. Germain stated that being on the SLP committee was definitely an eye-opening experience, especially meeting with staff and administrators from the different schools in the district.
- Debbie Fournier, Mastricola Elementary School
 - The educators received Anti-Bullying and Title IX training
 - SLP funds were used for the Writing Club and the Readers’ Theater Club
 - The teacher of the Writing Club had so many responses for this after school activity that she had to limit the number of students to twenty, instead of the forty that had respond.
 - The Readers’ Theater Club, also an after school activity, had a tremendous response. Twenty-four students participated.
 - There were other after-school clubs offered such as printing from an art perspective and some technology clubs.
 - The Student Council collected food for the local food bank.
 - There was a collaboration project among some educators from the different elementary schools. They reviewed the common state standards and came together to discuss the positive and negatives of this initiative. This was done several times after school hours.
- Laraine Fay, Mastricola Upper Elementary School
 - They had about forty applications for stipends.
 - Several of the before and after school programs included student council, vocal workshop, grade 5 and grade 6 concert band, the chess club, Jogging Jaguars and the Rube Goldberg machine club.
- Assistant Principal Adam Caragher, Merrimack Middle School
 - The SLP funds enabled the staff to carry out new activities as well as those from the past.
 - There was a project connected to the 7th grade science curriculum. This project was about frogs and how the students became care givers for the frogs. This required a lot of outside work for the staff member.
 - The SLP enabled the school to provide academic assistance after school.

- Assistant Principal, Peter Bergeron, Merrimack High School
 - Assistant Principal Bergeron stated that he learned a lot by being on the committee, especially the activities at the different schools in the district.
 - The Writer's Café was started by the English Department at the high school. This was very well attended.
 - Challenge Day has been very successful in changing the culture in the building to be more caring and sensitive.
 - True Colors is a T-shirt program that brings all the classes together.
 - All-State musicians are in the forefront of performances by high schools in the state.
 - Choose your own Adventure is an after school activity the students enjoy
 - Empty Bowls is a tradition at the high school that brings the Merrimack community together.

Vice Chair Barnes asked about the number of applications for the SLP.

Principal Carter responded that two hundred forty eight applications were received and two hundred six were approved for stipends.

Vice Chair Barnes asked how the stipends worked this year, since it was an abbreviated process for the SLP.

Principal McGill responded that some of the projects began at the beginning of the school year so in some cases full stipends were awarded. Some of the staff waited to see if funding would be available, and if it was they began their projects and received about half of the stipend.

Vice Chair Barnes asked how the members of the committee were selected.

Superintendent Chiafery responded that there was a Sidebar Agreement with the Merrimack Teachers Association in August regarding the SLP pilot. There was a change to Article III, which spelled out exactly how business was to be done by the SLP committee. It would be approved by either the superintendent or a designated committee. Superintendent Chiafery chose to go with a designated committee and asked Principal Carter and Principal McGill if they would co-chair this committee. A team of thirteen was put together consisting of seven educators who were named by the MTA and six administrators who represented each building. She added that she was happy to hear that so many people are willing to continue serving on this committee.

Superintendent Chiafery asked how many hours the committee members actually worked.

Principal McGill responded that some teachers put in upwards of thirty hours each in addition to some half days and some full days.

Vice Chair Barnes asked about the committee members' time on the board. She was hoping for continuity. She asked if the team was put together to build a foundation for the future or if new people are given the opportunity to sit on the committee.

Superintendent Chiafery responded that it would be good if the majority of the thirteen members would remain on the committee because there was so much learned this year. She added that this was the first time applications for various opportunities could be done on line. She added that she would speak with the officers of the MTA in hopes of keeping the same composition of the committee.

Vice Chair Barnes stated that the continuing data the committee receives is very helpful to show supply and demand for some of the areas of interest that appeal to the student body.

Board Member Schneider asked that since this was an abbreviated stipend year and all the allocated money was not spent, would the partial stipends become full stipends next year to make up the extra funds. He also asked if the committee thought more educators would apply next year and if the criteria would change next year for the projects.

Principal McGill responded that stipends may change and there would probably be more applicants next year since the program is starting at the beginning of the school year and full stipends will be given.

Principal McGill continued, stating that she has a list of things the committee may do differently next year. She added that this has been a learning process and it will continue to be refined to make it better.

Superintendent Chiafery added that out of the one hundred fifty thousand dollars (\$150,000) that was allocated, one hundred thirty-eight thousand dollars (\$138,000) was for the SLP team and twelve thousand dollars (\$12,000) was given to the Superintendent to be used for special training. The district was able to train a good number of educators on the Writing Workshop as well as other areas of training, such as the Science Olympiad. All of the twelve thousand dollars (\$12,000) has been expended except for four hundred dollars (\$400.00). She added that at the end of the year the committee realized they were going to have some additional funding for activities that had to be completed by June 20, 2014, the last day of school. Next week there will be four workshop days for all educators on Technology Integration.

Superintendent Chiafery added that by the end of the summer they will know how much money was actually expended in stipends. Next year's figures will be different because the district has an obligation to give the educators full-year opportunities to carry out their SLPs.

Board Member Guagliumi stated that it is really impressive that this project inspired creativity and collaboration and got down to multiple individual levels of students. She asked if there were any appeals for the projects not accepted.

Principal Carter responded that there were thirty-one appeals, twelve of which were approved and nineteen denied, based on the criteria.

Board Member Guagliumi stated that she is interested in how the program would be optimized next year. She suggested that maybe they would be able to "cross-pollenate" between schools.

Board Member Schneider asked if the team had a breakdown of projects with a stipend that had been done in previous years as opposed to projects that were new and unique this year.

Principal Carter responded that they did not track those figures, but that it is a good idea for next year.

Chairman Ortega thanked all the committee members for their presentation as well as their dedication to work on this important committee.

9. Update on Potential Joint Project with the Conservation Commission

Business Administrator Shevenell read a memo that he had sent to the board on the Joint Project Update with the Conservation Commission. Items included in the memo:

- The school board had a conversation about pooling efforts in a joint project for trail maintenance with the Conservation Commission Chair, Tim Tenhave, on June 2, 2014.
- Business Administrator Shevenell received a DVD from Mr. Tenhave that contained pictures showcasing areas that require attention in order for emergency vehicles to have access to the areas.
- Business Administrator Shevenell strongly recommends that efforts be combined by the board and the Commission in drafting specifications that define the scope of the work.
- Business Administrator Shevenell stated that he cannot see how emergency vehicles would have access to that area as it stands now. He stressed that this should be a very high priority this summer.

Business Administrator Shevenell stated that he is very familiar with the area in question. He and Andy Powell and the Conservation Commission had the idea of the woods' road going from district property then connecting at Beebe Lane to have emergency access from both sides. The woods road has sustained much damage. There is lots of wash-out and culverts, drainage areas that are blocked and filled, and erosion. The area needs to be maintained. He spoke with Mr. Tenhave and they have agreed to have the specifications written up. Most of the work to be done will be on town property, and the rest on school property. It is equally valuable to do the work at the same time on both pieces of property using the same general contractor. Once the project is set up it should take two to three days over the summer. He added that he is looking forward to working with the town and that he would bring updates to the board.

Business Administrator Shevenell reported that he had a meeting with the DPW, Liberty Utilities and Public Works. They mapped out a very nice route for the gas lines to come out on Woodbury on the left side of the road. The roadway will not have to be disturbed at all, as it will all be off-pavement. They are waiting to have Safe Dig come so the project can move forward.

Vice Chair Barnes asked about the joint area with the Conservation Commission and if they had spoken about Old Blood Road.

Business Administrator Shevenell responded the two roads have nothing to do with one another. The woods' road is the main access to the area.

Vice Chair Barnes asked how much of the land belongs to the town and how much of the land belongs to the district.

Business Administrator Shevenell replied that it is probably close to 60/40 with the larger amount owned by the town. He added that the bill would be slanted more towards the town than the district.

Vice Chair Barnes asked if the request for proposal (RFP) has gone out yet.

Business Administrator Shevenell responded that it has not gone out yet. Mike Powers is going to write it.

Vice Chair Barnes asked if the funding would come from the Logs to Lumber Fund.

Business Administrator Shevenell responded that the initial cutting in was done in the District's Baboosic Lake Road property about nine years ago and the funds were used to establish a revolving fund. The last time this revolving fund was used was when the trails were marked for GPSs.

Board Member Schneider asked if the Woodbury Street gas line is going to connect to D. W. Highway and what side of the road would the gas line be on.

Business Administrator Shevenell responded that the lines would be on the left side, closer to the high school. The right side is problematic.

Board Member Schneider asked if the connection from the Baboosic Lake Road to the Masticola Complex was problematic.

Business Administrator responded that it is a straight shot coming up School Street.

Board Member Schneider asked if there is much paving impact to that dig.

Business Administrator Shevenell responded that there is no paving impact.

10. Proposed Joint Meeting with Town Council

Chairman Ortega reported that last Tuesday night, June 10, 2014, he had meeting with Town Council Chair Yakuboff, at Mr. Yakuboff's request, to plan joint meetings with the board and the Town Council. They reviewed topics that were presented by Council members to Chairman Yakuboff as well as topics by board members to Chairman Ortega. They had a number of topics in common such as the O'Gara tennis courts, the development off of Old Blood Road called Chestnut Hill, the status of the grant for Project Safeguard and the school resource officer, budgeting as it relates to the Capital Improvement Plan and the consolidation of the SAU/SPED building. Some of the topics of the Councilors were recycling and medical insurance excise tax. The topics of the board were security at James Masticola Upper Elementary School during voting, the Conservation Commission's properties and potentially the Town Center Committee and Safe Routes to School plan that would involve a sidewalk.

When Chairman Ortega was speaking with the Town Council Chair, Mr. Yakuboff stated that he was looking at potential dates for meetings over the summer. Due to Mr. Yakuboff's sudden death, Chairman Ortega stated that he will wait to meet with the Town Council until some things get settled, such as filling an empty chair on the Council.

Chairman Ortega added that in his conversation, Mr. Yakuboff stated that "he loves Merrimack and its schools and his serving on the committee was his way of giving back". Chairman Ortega added that the town has "lost an asset".

11. Hire at Will

Superintendent Chiafery stated that every year she comes before the board to ask for permission to be able to hire persons and give them conditional contracts when the board is not assembled. There will be board meetings on July 14, 2014 and August 11, 2014. In between those times the Administration will continue to try and fill positions. She is hoping that the board will make a motion to allow her to hire at will so that potential candidates are not lost to another district.

Chairman Ortega stated that this is something that is done every year to give the Superintendent flexibility.

Vice Chair Barnes moved (seconded by Board Member Schneider) to give Superintendent Chiafery permission to hire at will.

Vice Chair Barnes stated that there is a strong talent pool out there, in a very competitive market. There have been many notices of retirement this year and wished Superintendent Chiafery good luck in filling the positions.

The motion passed 4-0-0.

12. Other

a) Correspondence

Chairman Ortega received an email from a parent regarding the attendance tracking process and drug use at Merrimack High School.

Chairman Ortega received an email from a parent with a concern regarding the budget and the implementation of band awards at Merrimack High School.

Vice Chair Barnes received an email from a constituent who had concerns about the new development that will cut into Madeline Bennett Lane, relative to the traffic and safety in that area. This constituent presumed that the board was aware and supported that development. Vice Chair Barnes explained to her that was not necessarily the case. She asked the constituent if she receives information as an abutter, to please share so she could share it with the District. The constituent agreed to share any information she receives.

b) Comments

Board Member Guagliumi reported that she and Chairman Ortega attended a Merrimack Safeguard event for parents on June 11, 2014 at the high school. The meeting focused on the danger of drugs. The featured speaker was an expert from the Hollis/Brookline Police Department. That was followed by a panel discussion. She found it very informative.

13. New Business

There was no new business.

14. Committee Reports

Board Member Guagliumi attended the Professional Development Committee meeting on June 12, 2014. The submission date calendar was approved. There will be a summer meeting on August 20, 2014. In addition there was a Physical Education curriculum meeting that she did not attend but was informed about some high-level items.

Board Member Guagliumi stated that she would be attending the Budget Committee meeting on June 17, 2014. The purpose for the meeting is the reorganization with the new Budget Committee Members and to elect the Chair and Vice Chair of the committee.

Board Member Schneider stated that he would be attending the Planning and Building Committee meeting on June 17, 2014. It will be a strategy meeting to determine how they want to move forward with the process of the consolidation of the SAU/SPED building.

Vice Chair Barnes reported on the Park and Recreation Committee. The Summer Concert Series will begin on June 25, 2014 and will continue through the summer on Wednesdays, with the exception of July 3, 2014 when there will be a pre-July 4th concert by the Merrimack Town Band at Griffin Park. The committee is now accepting applications to Camp Naticook for the summer. She announced that Merrimack did not win the “Bark for Your Park” contest and thanked all those who did participate. She also stated that Enfield, NH is in the running for the final winners.

15. Public Comments on Agenda Items

There were no public comments on agenda items.

16. Manifest

The Board signed the manifest.

At 8:45 p.m. Board Member Schneider moved (seconded by Board Member Guagliumi) to adjourn the meeting.

The motion passed 4-0-0.